

PRIMARY SCIENCE
Education Consultancy

Science coordinator meeting

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Updates

- [Gopher Science Labs](#) – Society of Biology
- [Sciber Monkey](#) – Society of Biology
- [STEM support pages](#)
- [National Physics Laboratory](#) – posters and meeting? and poster competition (end Feb)
- [Assessment for Learning](#) – free online CPD
- [Digital explorer](#) – Coral Oceans

Schemes of work

- Snap Science – Harper Collins
- Switched on Science – Rising Stars
- Science Bug - Pearson

Science assessment ladder

- Shows progression of concepts

Early Years Learning Goal 14: The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

	Year 1	Year 2	Year 3	Year 5	Year 6
Animals	<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including micro-habitats • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> • describe the ways in which nutrients and water are transported within animals, including humans

Working scientifically

- Classification
- Observation over time
- Pattern seeking
- Comparative/fair testing
- Researching

Classification

- Sort coins into magnetic and non magnetic
- Explain your reasoning
- How might children sort them? What might be their reasons?

Concept cartoon

All metals are magnets

Some metals are magnetic

Only metals are magnetic

**Which statements
do we have
evidence to
support or refute?**

Gathering further evidence

- Classify other objects
- How will you record your classification?
- Can you see a pattern?

Observation over time

- Polos on sticks

Pattern seeking



- What can you learn from some footprints?
- KS1 using string
- Year 3/4 using measuring equipment
- Year 5/6 provide alternative ideas

Comparative/fair testing



- Football shadows

Research



- Tourism to Antarctica is on the rise. Is this good or bad?
- Imagine you are a travel adviser. How would you persuade a prospective tourist?
- Imagine you are an environmentalist. What arguments would you put forward to dissuade tourists?
